

ANALYTIC SCORING TOOL (AST)

Score	Level	Definitions
	EMERGENT	Student is beginning to use skill in one context with extensive support. Student cannot perform skill without assistance.
1	Full assistance	Student depends on others; full physical assistance throughout performance of skill.
2	Physical/verbal assistance Student initiates less than 50% of the steps in the task.	Student initiates any portion of the skill sequence but needs physical/verbal assistance to complete task.
3	Physical/verbal assistance Student initiates more than 50% of the steps in the task.	Student initiates any portion of the skill sequence but needs physical/verbal assistance to complete task.
	SUPPORTED	Student occasionally uses skill in one or more contexts with physical/verbal cues. Student occasionally performs skill accurately.
4	Physical/verbal cues With cues, student demonstrates skill 1–25% of the time.	Student needs physical/verbal signal to demonstrate skill. <i>Aside from the obvious physical/verbal cues, these cues can also include auditory cues, an object, tactual cues, visual cues, or use of sign language.</i>
5	Physical/verbal cues With cues, student demonstrates skill 26–50% of the time.	Student needs physical/verbal signal to demonstrate skill. <i>Aside from the obvious physical/verbal cues, these cues can also include auditory cues, an object, tactual cues, visual cues, or use of sign language.</i>
6	Physical/verbal cues With cues, student demonstrates skill 51–90% of the time.	Student needs physical/verbal signal to demonstrate skill. <i>Aside from the obvious physical/verbal cues, these cues can also include auditory cues, an object, tactual cues, visual cues, or use of sign language.</i>
	FUNCTIONAL	Student frequently uses skill in one or more contexts with limited cues. Student frequently performs skill accurately.
7	Physical/verbal cues With cues, student demonstrates skill 91–100% of the time.	Student needs physical/verbal signal to demonstrate skill. <i>Aside from the obvious physical/verbal cues, these cues can also include auditory cues, objects, tactual cues, visual cues, or sign language (not all teacher-directed cues, but from others in environment, such as peers).</i>
8	Natural cues Student demonstrates skill 1–25% of the time.	Student demonstrates skill in response to natural cues. These are cues that naturally occur within an environment (e.g., light on in “open” grocery line).
9	Natural cues Student demonstrates skill 26–50% of the time.	Student demonstrates skill in response to natural cues. These are cues that naturally occur within an environment (e.g., light on in “open” grocery line).
10	Natural cues Student demonstrates skill 51–90% of the time.	Student demonstrates skill in response to natural cues. These are cues that naturally occur within an environment (e.g., light on in “open” grocery line).
	INDEPENDENT	Student performs skill accurately in several contexts with natural cues.
11	Natural cues Student demonstrates skill 91–100% of the time.	Student demonstrates skill in response to natural cues. These are cues that naturally occur within an environment (e.g., light on in “open” grocery line).